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ABSTRACT

This publication on laws and regulations is the first in the Self-Help series of five booklets designed for Alaska administrators and teachers to improve vocational services provided to handicapped pupils. It begins with a checklist of implications for administrators and teachers. Major laws and regulations which influence vocational education for the handicapped are then described. These include the Education for All Handicapped Children Act, Vocational Education Act Amendments (1976), Rehabilitation Act of 1973, and Vocational Education Programs Guidelines for Elimination of Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Key phrases and terms associated with the laws and the handicapped are then defined, and other related laws summarized. A discussion of the role of the administrator and teacher in making the laws work follows. Questions for further discussion are provided. Information on resources is also presented, including a listing of newsletters and journals; an annotated list of major national organizations and publishing companies who can provide further information on the laws, legislation, and litigation matters pertaining to the handicapped; and a bibliography on the laws. (YLB)

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Laws and Regulations to meet the vocational needs of Handicapped Students

• Self-help booklet 1 •

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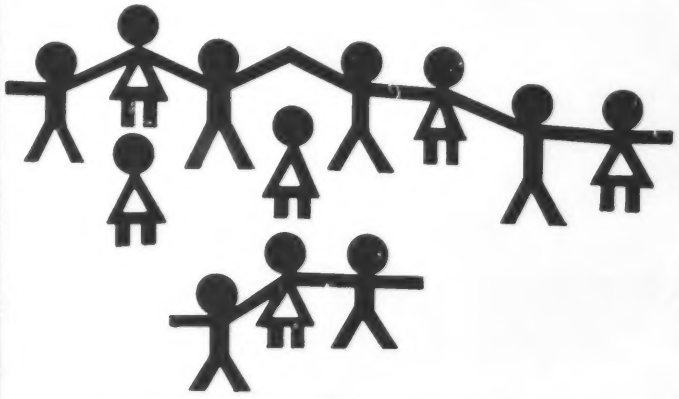

CE 033 780

LAWS AND REGULATIONS
TO MEET THE
VOCATIONAL NEEDS
OF
HANDICAPPED STUDENTS

by

John W. Warden and Raymond H. Lehrman

The Northern Institute for Research, Training and Development, Inc.,

650 West International Airport Road
Anchorage, Alaska

June, 1979

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TABLE OF CONTENTS

	Page Number
Implications for Administrators and Teachers	2
The Major Laws and Regulations	3
Key Phrases and Terms	7
Other Related Laws	8
Making the Laws Work: The Role of the Administrator and Teacher	9
Questions for Further Discussion	10
Newsletters and Journals	11
National Information Resources for Legislation, Laws and Litigation	12
Bibliography on the Laws	15
Special Acknowledgements	17

IMPLICATIONS FOR ADMINISTRATORS AND TEACHERS

Meeting the vocational needs of handicapped students may require a knowledge and understanding of federal and state laws and regulations. Consider the following statements and mark an appropriate check by those which relate to your situation. Knowledge of the laws implies that ...

___ An organized effort by the school district administrative staff must be undertaken to gather information on the laws.

___ Procedures must be developed for sharing this information with teachers, parents and others.

___ Attitudes among teachers and administrators toward meeting the vocational needs of handicapped must be discussed.

___ Conflicting views and perspectives on the laws and regulations require obtaining appropriate interpretation.

___ Budget allocation must be made to take into account the required use of ten percent of federal vocational education funds for the handicapped.

___ The use of any additional staff and resources must be addressed.

___ Program planning must be undertaken with regard to goals and objectives.

___ Student indentification must be made.

___ An organized effort must be made with regard to procedural safeguards for parents of handicapped students.

___ Individualized education programs (IEP's) must be written on each student with consideration given to the vocational aspirations and needs expressed.

___ Effective instructional strategies at the building level as well as the classroom level must be developed and evaluated.

___ A means for regular program monitoring must be maintained along with appropriate record keeping for compliance in connection with the laws.

___ A personnel development plan for improving staff performance must be undertaken.

___ Overall coordination with regard to vocational, regular and special education teachers must be incorporated into curricular changes.

___ Public notification about the right of handicapped student participation in vocational education programs must be undertaken prior to the school year.

___ Modifications with regard to cooperative work education, vocational counseling and work-experience programs may need to take place.

THE MAJOR LAWS AND REGULATIONS

Vocational Education for the handicapped is influenced by three major federal laws: The Rehabilitation Act of 1973 (Public 93-312), whose regulations are administered by the U.S. Office for Civil Rights: the Education of All Handicapped Children Act of 1975 (Public Law 94-142), whose regulations are the responsibility of the Bureau of Education for the Handicapped; and the Vocational Education Act of 1963, as amended in 1976 (Public Law 94-482), whose regulations are under the Bureau of Occupational and Adult Education. In addition, on March 21, 1979 the Department of Health, Education and Welfare published guidelines for eliminating discrimination and denial of services in vocational education programs on the basis of handicap and other factors. Listed below are the major features of these laws.[1]

PUBLIC LAW 94-142 (The Education of all Handicapped Children Act of 1975)

* Guarantees a free, appropriate public education to each handicapped child aged 3 to 18 by September 1, 1978, and to those aged 3 to 21 by September 1, 1980. For those aged 3 to 5 and 18 to 21, the state must offer educational opportunities equal to those they offer students of the same age who are non-handicapped.

* Prioritizes services to children receiving no education and those who are most severely handicapped and thus receiving inadequate services.

* Requires that an individualized educational program (IEP) be devised for each handicapped student. Each IEP would be based on current educational performance, short-term objectives and annual goals, and necessary participation in regular education as a "least restrictive environment" where appropriate in meeting student needs.

* Creates procedural safeguards to protect the rights of the public agency, the parent, and the handicapped student -- including due process procedures for parents and children, fairness in evaluation procedures, confidentiality of information, and educational placement in the "least restrictive environment."

* Requires state and local education agencies to ensure that handicapped students have available to them the same variety of programs and services that are available to non-handicapped students, including industrial arts, home economics, and vocational education -- thus expanding the role of special education to encompass these areas.

* Calls for the creation of a comprehensive system of personnel development in each state, to ensure that inservice training is available to all personnel engaged in the education of handicapped students.

1 Source: The Training of Professionals in Vocational Education for the Handicapped, Washington, D.C., Bureau of Education for the Handicapped, p.p. vii-viii.

PUBLIC LAW 94-482 (Vocational Education Act Amendments of 1976)

* Defines vocational education as organized educational programs directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career that requires other than a baccalaureate or advanced degree.

* Provides grants that states can use to extend, improve, develop, and maintain vocational education programs. Ten percent of the funds (10%) from the basic grant must be used for the benefit of handicapped individuals in a manner consistent with the goals of Public Law 94-142. It is intended that this 10 percent be used for the excess costs involved in providing vocational education for the handicapped.

* Allows each state to use these funds for remedial instruction if this is necessary before a student can benefit from a program vocational education.

* Authorizes separate funds for consumer education and homemaking education, which are important in programming for the handicapped.

* Requires that the state plan for use of Vocational Education Act funds correlate with the state plan required by Public Law 94-142.

* Requires each state to use some of its federal funds for the improvement of vocational guidance and couseling programs, including those that serve the special needs of the handicapped.

* Provides for increased efforts in vocational rehabilitation of severely handicapped individuals.

* Permits states to use program improvement funds for the inservice and preservice training of teachers, administrators, supervisors, and guidance counselors involved in vocational education.

SECTION 504 of PUBLIC LAW 93-312 (The Rehabilitation Act of 1973)

* Prohibits discrimination in employment and requires those receiving PL 94-142 funds to act positively in employing and advancing qualified handicapped individuals.

* Requires that employers under contract with the federal government for more than $2500 take affirmative action to recruit, hire, train, and promote handicapped individuals.

* Requires schools and adult education programs that receive HEW assistance to provide eligible handicapped persons with a free education that will meet their needs as appropriately as equivalent programs meet the needs of non-handicapped persons.

* Requires such schools and programs to provide personal, academic, and vocational counseling, guidance, or placement services on a nondiscriminatory basis, and to ensure that handicapped persons are counseled toward the least restrictive possible career objective.

A COMPARISON OF THREE FEDERAL LAWS RELATING TO THE HANDICAPPED[2]

Vocational Education Amendments P.L. 94-482 (1976)	Education for All Handicapped Children P.L. 94-142 (1975)	Vocational Rehabilitation Act - Section 504 P.L. 93-112 (1973)
Purpose	Purpose	Purpose
10% of basic grant to states is to be spent on vocational programs for the handicapped. 20% for disadvantaged.	Funds authorized to help provide a free appropriate public education to handicapped.	A civil rights act, like Title VI (race) and Title IX (sex) No funds.
Age	Age	Age
All ages of handicapped and disadvantaged.	Handicapped children ages 3-21, state law determines services for 3-5 and 18-21. Special incentives for under 3 programs.	All handicapped Americans, regardless of age.
Definitions	Definitions	Definitions
Includes classification system for handicapped and disadvantaged.	Includes specific definitions for handicapped conditions.	Includes all those individuals mentioned in P.L. 94-142 plus others.
Emphasis on the individual	Emphasis on the Individual	Emphasis on the Indivíual
Specifies identification of individual -- not groups--who cannot succeed in regular programs.	Specifies that an individual educational program (IEP) must be written for each identified handicapped child	The individual educational program as defined in P.L. 94-142 is "one means" of providing a free appropriate education.
Procedural Safeguards	Procedural Safeguards	Procedural Safeguards
Procedural safeguards and assurances from P.L. 94-142 apply.	Procedural safeguards and assurances specified in rules and regulations.	Procedural safeguards and assurances coincide with P.L. 94-142.

[2]Adapted Source: Aksamit, D., "Implications of P.L. 94-142 for the Special Vocational Needs Student", Lincoln, Nebraska, University, University of Nebraska, pg. 44.

RULES AND REGULATIONS FOR HEW, March 21, 1979 (Vocational Education Programs Guidelines for Eliminating Descrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap)

* Mandates that schools cannot participate in unlawful discrimination on the basis of handicap in vocational programs.

* Requires state and local agencies which approve new building site locations and existing renovations to ensure that these buildings will be accessible to handicapped persons.

* Requires equal access for handicapped students to participate in vocational education programs and does not allow schools to deny access because of architectural or equipment barriers nor because of the need for related aids and services.

* Requires public notification prior to the beginning of each school year that all vocational opportunities will be offered without regard to handicap and other factors.

* Requires schools to ensure that their counseling materials and activities, promotional, and recruitment efforts do not discriminate on the basis of handicap and other factors.

* Requires the placing of secondary level handicapped students in regular vocational programs to the maximum extent appropriate to the needs of students unless it can be demonstrated that such placement cannot be achieved satisfactorily.

* Requires the elimination of discrimination regarding the handicapped and others with regard to cooperative education programs, work-study programs and job placement programs.

* Mandates that access to vocational education programs may not be denied handicapped students on the grounds that employment opportunities in any occupation or profession may be more limited for handicapped persons than for non-handicapped persons.

* Equal employment opportunities for teaching and administrative positions for handicapped applicants must be undertaken for individuals who can perform the essential functions of the position in question.

* Requires the monitoring of local programs by the state to ensure compliance with various aspects of the regulations.

Current information on Congressional bills may be obtained by writing the Superintendent of Documents of the Senate or House of Representatives or ordering the Congressional Record. The Federal Register contains regulations and legal notices issued by the executive department or federal agencies.

KEY PHRASES AND TERMS

Among the key words associated with the laws and the handicapped are the following drawn from PL-94-142 and the Special Education Handbook of Alaska.

"Due Process"

"Due Process" means the fair administration of the law. In education this concept has been applied to the right of parents to review educational decisions which affect a child's program, to receive a fair and impartial hearing in a reconsideration of educational decisions, and the right of parents and children of majority age to review school records, etc.

"Free Appropriate Public Education"

"Free Appropriate Public Education" means special education and related services which:

(a) Are provided at public expense, under public supervision and direction, and without charge.
(b) Meet the standards of the State Educational Agency, including the requirements of this part.
(c) Include preschool, elementary school, or secondary school education in the State involved, and
(d) Are provided in conformity with an individualized education program.

"Individualized Education Program (IEP)"

"Individualized Education Program" means a written statement for a handicapped child that is developed and implemented in accordance with PL-94-142.

"Handicapped Children"

"Handicapped Children" means those children evaluated in accordance with PL-94-142 as being mentally retarded, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

"Least Restrictive Environment"

"Least Restrictive Environment" means that placement option which assures that exceptional children are educated with children who are in the regular classroom and that special classes, separate schooling or other removal of exceptional children from the regular educational environment occurs only when the nature or severity of the exceptionality is such that education in regular classes with the use of suuplementary aids and services cannot be achieved satisfactorily.

OTHER RELATED LAWS

PUBLIC LAW 95-602 (Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978)

This new Act provides for minor revisions to the current non-discrimination provisions contained in Rehabilitation Act of 1973, Section 504. It clarifies Congressional intent regarding any program or activity conducted by a federal agency as well as those receiving federal financial assistance to ensure non-discrimination of handicapped persons. It also establishes comprehensive independent living services through grant-in-aid programs to be administered by state vocational rehabilitation agencies. It establishes pilot community service employment programs and projects with industry to benefit the handicapped. It further establishes four priority service areas for use of Developmental Disabilities state allotments, which include child development services for early intervention, evaluation, counseling and training of parents.

PUBLIC LAW 95-557 (Housing and Community Development Amendments of 1978)

These amendments mandate funds for the construction and rehabilitation of housing for the non-elderly handicapped between the ages of 18 and 62.

PUBLIC LAW 95-524 (Comprehensive Employment and Training Act Amendments of 1978)

The 1978 Amendments direct CETA primary sponsors to include handicapped persons in the groups served and requires a series of provisions which emphasize training services to the handicapped. The youth employment programs authorized by CETA also must give more emphasis to the handicapped through community improvement activities which remove barriers to handicapped persons in public facilities. Also "appropriate efforts" must be made to include handicapped youths and participants in the program.

ALASKA STATE LAWS (Vocational Education and Education for the Handicapped)

The State laws in both vocational and special education as well as vocational rehabilitation are designed to comply with federal laws and regulations and charge the Department of Education with overall monitoring and compliance responsibilities. The laws also establish advisory councils and require the development of state plans for each of the service areas.

MAKING THE LAWS WORK

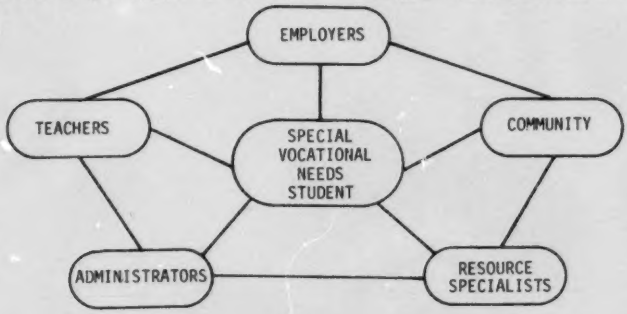
THE ROLE OF ADMINISTRATOR AND TEACHER

Laws only work when someone is around to carry them out. The fact is that passage of new laws does not bring about easy or quick changes. Your role as an educator may require any number of actions. Here are a few for your consideration.

Know the Laws You need to be fully informed about regulations covering the laws. Workshops, in-service days, problem clinics, role-playing and other activities can all help to sharpen your ability to implement the laws. You need to know what specific steps to take to get the services you require. This means also learning what the state Department of Education is doing to help people understand the law.

Work with Other Teachers and Administrators You may want to find out what others are doing to meet the requirements of the laws. N. E. A. - Alaska, for example, has formed a task force to look into the laws. At the building/school-district level you may want to involve others in small informal or formal discussions. The special education administrator for your district probably has information on P.L. 94-142 as well as the other laws mentioned in this report. Collaboration with other administrators to establish ways for regular communication between vocational education personnel and special support staffs can be extremely valuable. The development of effective in-service programs is important to enable vocational educators to expand their skills in teaching the handicapped and at the same time gain a commitment among all staff members to work with the handicapped.

Work with the Student, Parents and the Community Communication and understanding between teachers, students, parents and the community are central to any improvement effort. This means learning to recognize handicapping conditions among students and talking with parents about their children and their needs. It means working with employers on clearly defining cooperative work experience programs. The key is to develop a cooperative working relationship with all those involved. Reviewing the other self-help booklets in this series may also give some additional ideas.



QUESTIONS FOR FURTHER DISCUSSION

Listed below are a few questions designed to serve as "thought stimulators" for yourself and others with regard to reviewing the laws and regulations and meeting the vocational needs of handicapped students.

1. WHAT IS MY/OUR LEVEL OF KNOWLEDGE ABOUT THESE LAWS?

2. DO I/WE KNOW WHERE TO GO FOR MORE INFORMATION ABOUT THE LAWS?

3. HOW WILL I/WE BE AFFECTED BY THESE LAWS?

4. DO I/WE HAVE ANY STRONG FEELINGS ABOUT THE LAWS AND CAN I/WE EXPRESS THEM OPENLY?

5. AM I/WE WILLING TO BE SUPPORTIVE OF THESE LAWS AND WORK TOWARD THEIR IMPLEMENTATION?

6. WITH WHOM SHOULD I/WE SHARE INFORMATION ABOUT THESE LAWS AND IN WHAT MANNER SHOULD THIS BE DONE?

7. WHAT PLANNING IS NOW BEING DONE IN CONNECTION WITH THESE LAWS AT THE DISTRICT AND CLASSROOM LEVEL?

8. WHO REALLY CARES ABOUT THESE LAWS IN MY DISTRICT OR COMMUNITY AND IS SUPPORTING THEM?

9. WHAT RESOURCES ARE AVAILABLE TO HELP IN THE IMPLEMENTATION OF THESE LAWS?

10. WHAT ARE EACH AGENCY'S RESPONSIBILITIES FOR VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS?

NEWSLETTERS AND JOURNALS[3]

AMICUS, (six issues per year, $10 for individuals, $12 for organizations). Monitors developments in the law, specifically court cases and legislation, as they relate to the rights of handicapped individuals. Frequently articles on topical issues of interest to handicapped persons appear, with reports on federal and state legislation, litigation, problem areas, and forecasts of future developments. National Center for Law and the Handicapped, 1235 North Eddy Street South Bend, IN 46617

CAPITOL CAPSULE, (monthly, $15 there is a combined subscription rate of $25 for those who subscribe to both NEW DIRECTIONS and CAPITOL CAPSULE). Contains news on federal legislation, regulations, programs and policy, with a slant to directors of state programs for the mentally retarded. National Association of State Mental Retardation Program Directors, Inc. 2001 Jefferson Davis Highway Arlington, VA 22202

HANDICAPPED AMERICANS REPORTS, (biweekly, $111 for one year, $212 for two years, $297 for three years). Comprehensive survey of federal laws, regulations, and policy of interest to handicapped individuals. Details agency activities, including funding, programs, and compliance with important regulations. Reports on significant court rulings and compliance efforts of organizations affected by federal regulations. Handicapped Americans Reports, P.O. Box 64014 Baltimore, MD 21264.

INSIGHT, (12 issues per year, $20) Newsletter containing information on state and federal legislation, programs, and services for handicapped and gifted children Council for Exceptional Children, 1920 Association Drive. Reston, VA 22091.

SUMMARY OF ACTIVITIES, (several times annually, free). "The Docket" features lists new Mental Health Law Project cases and ongoing actions in which there has been recent progress, in areas such as civil commitment and guardianship, the right to refuse treatment, deinstitutionalization, equal opportunity rights, and confidentiality. Articles by Project lawyers discuss issues from the viewpoint of personal philosophy. Mental Health Law Project, 1220 19th Street, N.W., Suite 300 Washington, D.C. 20036

WASHINGTON REPORT, (bimonthly, free). Reports on congressional activity and actions of federal agencies of interest to blind persons. American Foundation for the Blind, Inc. 15 West 16th Street New York, N.Y. 10011

WORD FROM WASHINGTON, (monthly, free). Highlights federal legislation and agency regulations, activities, and policies in the area of developmental disabilities. United Cerebral Palsy Associations, Inc. Chester Arthur Building, Suite 141 425 I Street, N.W. Washington, D.C. 20001

[3]Source: Programs for the Handicapped, Office of Handicapped Individuals, Washington, D.C., Jan/Feb, 1979, p. 11-12

NATIONAL INFORMATION RESOURCES FOR LEGISLATION, LAWS AND LITIGATION

Listed below are major national organizations and publishing companies who can provide further information on the laws, legislation and litigation matters pertaining to the handicapped. Many receive federal funds to assist in this effort.

ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD
330 C Street, S.W., Room 1010
Washington, D. C. 20201

The Architectural and Transportation Barriers Compliance Board is the Federal agency created by Congress in the Rehabilitation Act of 1968. This act guarantees handicapped individuals access to and use of all facilities altered, built, designed or leased in whole or in part by the Federal government after August 12, 1968.

BUREAU OF EDUCATION FOR THE HANDICAPPED
4000 Maryland Street, S. W.
Washington, D. C. 20202

Among the variety of services performed by this organization, one of the most visible is the publication of Closer Look Newsletter that keeps educators informed on latest developments in the laws and related fields.

CAPITOL PUBLICATIONS
Suite G-12
2430 Pennsylvania Ave., N.W.
Washington, D. C. 20037

Publishes Education Daily which keeps educators informed of the latest laws and occurrences in Washington, D. C. Cost for such service is presently $275.00 per year with back issues available on microfiche.

CENTER FOR VOCATIONAL EDUCATION
Ohio State University
1960 Kerry Road
Columbus, Ohio

The Center publishes a variety of materials on vocational education and the handicapped, including legal issues of concern to vocational educators. The Center also compiles various bibliographies and conducts related research and development activities.

CLEARINGHOUSE ON THE HANDICAPPED
Office for Handicapped Individuals
Department of Health, Education, and Welfare
Room 338D Hubert Humphrey Building
Washington, D. C. 20201

The Clearinghouse on the Handicapped answers inquiries on legislation, funding, federal programs benefitting handicapped individuals, and other areas of interest to handicapped individuals and professionals serving them. If necessary, the requester is referred to a national or local organization for further assistance.

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091

The Council for Exceptional Children has a Governmental Relations Unit, the Policy Research Section of which is active in the collection and analysis of federal and state legislative information, primarily as re-

laced to handicapped children and young adults. Their document file includes state and federal laws, regulations, plans and policies, and litigation involving handicapped and gifted children.

MENTAL DISABILITY LEGAL RESOURCE CENTER
American Bar Association
Commission on the Mentally Disabled
1800 M Street, N.W.
Washington, D. C. 20036

The Mental Disability Legal Resource Center, a component of the American Bar Association's Commission on the Mentally Disabled, was established in June, 1975. Its first priority is the publication of the Mental Disability Law Reporter. Other functions of the Center are: 1) to operate a Clearinghouse of legal and technical materials, including federal and state laws, regulations, and court decisions; articles, books, journals, and copies of court pleadings, briefs, and transcripts; 2) to provide a limited amount of technical assistance to federal and state agencies, attorneys, legislative committees, consumer groups, professionals working with mentally disabled persons, and others interested in laws affecting mentally disabled persons; 3) to make recommendations and prepare amicus curiae (friend of the court) briefs to be filed on behalf of the American Bar Association in cases of major importance in the mental disability area.

MENTAL HEALTH LAW PROJECT
1220 19th Street, N.W.
Washington, D. C. 20036

The Mental Health Law Project is an interdisciplinary public interest organization which works to define and protect the rights of mentally disabled persons and to stimulate improvements in public policies regarding their care, treatment, rehabilitation, and community life. To this end, Project attorneys select test cases, each exploring new legal issues related to mental handicaps or developmental disabilities, in an effort to establish new, reform-producing precedents.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION
1201 16th Street, N.W., Suite 610E
Washington, D. C. 20036

This national organization publishes several excellent resource tools and booklets on understanding various laws. These include An Analysis of 94-142 and The Rehabilitation Act.

NATIONAL CENTER FOR LAW AND THE DEAF
Gallaudet College
Florida Ave & Seventh Street, N.E.
Washington, D. C. 20002

The Center's clearinghouse gathers and distributes information about legal and law-related problems associated with deafness, with concentration in the following areas: 1) employment of deaf individuals, including the legal right of deaf persons to employment; 2) income maintenance/security, including insurance discrimination and special tax benefits for deaf persons; 3) civil rights/legislation; and 4) court decisions and agency actions.

NATIONAL CENTER FOR LAW AND THE HANDICAPPED
1235 N. Eddy Street
South Bend, IN 46617

NCLH has conducted a wide range of activities aimed at advancing public understanding and creating greater concern for disabled citizens among professional groups. For example, the Center has organized workshops, programs and consumer conferences focusing upon such key issues as education, legal advocacy, medical care and treatment, accessibility and transportation, and equal employment opportunity. The Center's bimonthly publication, Amicus, is also an important information source.

OFFICE OF CIVIL RIGHTS
Department of Health, Education, and Welfare
330 Independence Ave., S.W.
Washington, D. C. 20201

The Office for Civil Rights has the responsibility as mandated by Congress to implement and enforce Section 504 of the Rehabilitation Act of 1973 as amended. This section prohibits discrimination against handicapped persons in all federal and federally assisted programs. Located in the Office of the Secretary, the Office for Civil Rights carries on an extensive technical assistance program to aid recipients of federal funds in their voluntary compliance efforts. The Office also assists handicapped persons and other interested parties in understanding Section 504 regulations and policies. This Office produces a number of useful guides, fact sheets, and other publications on Section 504 regulations.

OFFICE OF HANDICAPPED INDIVIDUALS
Clearinghouse on the Handicapped
Room 338D Hubert Humphrey Building
Washington, D. C. 20201

The office publishes a summary of key legislation relating to the handicapped including A Summary of Selected Legislation to the Handicapped, 1977-78.

PUBLIC LAW DIVISION
Research Press
2612 North Mattis
Champaign, IL 61820

The Public Law Division of Research Press conducts workshops on the legal challenges in educating handicapped children. The Press also publishes and sells workshop materials for those unable to attend the sessions.

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THE SELF-HELP SERIES

This publication is one in a series of five booklets designed for Alaskan Educators. The focus of all five publications is upon improving the vocational services provided to handicapped pupils. The material is designed to stimulate thought, provide some basic information and draw the readers' attention to additional resources on meeting the vocational needs of handicapped students. They are designed primarily for administrators and teachers but also could be shared with parents, agency officials and community members alike. The titles for each of the Self-Help Series are listed below.

1. LAWS AND REGULATIONS TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS
2. VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS
3. REVIEWING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS
4. GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
5. PLANNING TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Additional copies may be available from the Alaska Department of Education on a limited supply basis. Address all comments and requests to: Vocational/Special Education, Department of Education, Pouch E, Juneau, Alaska 99811.

There is only one man in the world
and his name is All Men
There is only one woman in the world
and her name is All Women
There is only one child in the world
and the child's name is All Children

- Carl Sandburg